

Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: History			
Benchmark: A. Construct time lines to demonstrate an understanding of units of time and chronological order.			
Grade Level Organizer: Chronology			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Construct time lines and identify possible relationships between events.			

Social Studies Skills and Methods indicators are integrated into the curriculum guides. It is understood that these are practiced regularly.

Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: History			
Benchmark: B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.			
Grade Level Organizer: Settlement			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.			

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Content Standard: History			
Benchmark: B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.			
Grade Level Organizer: Settlement			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Explain why European countries explored and colonized North America.			

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Content Standard: History			
Benchmark: B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.			
Grade Level Organizer: Settlement			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.			

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Content Standard: History			
Benchmark: B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.			
Grade Level Organizer: Settlement			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Explain how the United States became independent from Great Britain.			

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Adams County/Ohio Valley
Course of Study

Content Standard: History			
Benchmark: C. Explain how new developments led to the growth of the United States.			
Grade Level Organizer: Growth			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: People in Societies Benchmark: A. Compare practices and products of North American cultural groups. Grade Level Organizer: Cultures			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Compare the cultural practices and products of diverse groups in North America including: <ul style="list-style-type: none"> a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter. 			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: People in Societies Benchmark: B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. Grade Level Organizer: Interaction			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.			

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Benchmark: B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.			
Grade Level Organizer: Interaction			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Describe the experiences of African-Americans under the institution of slavery.			

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Content Standard: People in Societies			
Benchmark: B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.			
Grade Level Organizer: Interaction			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Describe the waves of immigration to North America and the areas from which people came in each wave.			

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Content Standard: People in Societies			
Benchmark: B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.			
Grade Level Organizer: Interaction			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Geography			
Benchmark: A. Use map elements or coordinates to locate physical and human features of North America.			
Grade Level Organizer: Location			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.			

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Content Standard: Geography Benchmark: A. Use map elements or coordinates to locate physical and human features of North America. Grade Level Organizer: Location			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use maps to identify the location of: a. The three largest countries of North America; b. The 50 states of the United States; c. The Rocky and Appalachian mountain systems; d. The Mississippi, Rio Grande and St. Lawrence rivers; e. The Great Lakes.			

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Social Studies – Grade 5

Adams County/Ohio Valley
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Content Standard: Geography			
Benchmark: B. Identify the physical and human characteristics of places and regions in North America.			
Grade Level Organizer: Places and Regions			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.			

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<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Explain how climate is influenced by: a. Earth-sun relationships; b. Landforms; c. Vegetation.			

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Content Standard: Geography Benchmark: B. Identify the physical and human characteristics of places and regions in North America. Grade Level Organizer: Places and Regions			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.			

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Content Standard: Geography Benchmark: B. Identify the physical and human characteristics of places and regions in North America. Grade Level Organizer: Places and Regions			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including: a. Forests; b. Fertile soil; c. Oil; d. Coal; e. Running water.			

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Adams County/Ohio Valley
Course of Study

Content Standard: Geography Benchmark: B. Identify the physical and human characteristics of places and regions in North America. Grade Level Organizer: Places and Regions			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Analyze reasons for conflict and cooperation among regions of North America including: a. Trade; b. Environmental issues; c. Immigration.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Geography			
Benchmark: C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.			
Grade Level Organizer: Human Environmental Interaction			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Explain how the characteristics of different physical environments affect human activities in North America.			

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Adams County/Ohio Valley
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Content Standard: Geography Benchmark: C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. Grade Level Organizer: Human Environmental Interaction			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Analyze the positive and negative consequences of human changes to the physical environment including: a. Great Lakes navigation; b. Highway systems; c. Irrigation; d. Mining; e. Introduction of new species.			

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Adams County/Ohio Valley
Course of Study

Content Standard: Geography			
Benchmark: D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.			
Grade Level Organizer: Movement			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Use or construct maps of colonization and exploration to explain European influence in North America.			

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Social Studies – Grade 5

Adams County/Ohio Valley
 Course of Study

Content Standard: Economics Benchmark: A. Explain the opportunity costs involved in the allocation of scarce productive resources. Grade Level Organizer: Scarcity and Resource Allocation			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.			

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<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Economics			
Benchmark: B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services.			
Grade Level Organizer: Production, Distribution and Consumption			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Economics			
Benchmark: C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.			
Grade Level Organizer: Markets			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.			

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Course of Study

Content Standard: Economics			
Benchmark: C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.			
Grade Level Organizer: Markets			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Explain the general relationship between supply, demand and price in a competitive market.			

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Course of Study

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Benchmark: C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.			
Grade Level Organizer: Markets			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.			

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Course of Study

Content Standard: Economics			
Benchmark: C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.			
Grade Level Organizer: Markets			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Explain why competition among consumers/buyers results in higher product prices.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Government Benchmark: A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary. Grade Level Organizer: Role of Government			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Explain major responsibilities of each of the three branches of the U.S. government: <ul style="list-style-type: none"> a. The legislative branch, headed by Congress, passes laws. b. The executive branch, headed by the president, carries out and enforces the laws made by Congress. c. The judicial branch, headed by the Supreme Court, interprets and applies the law. 			

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<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Explain the essential characteristics of American democracy including: <ul style="list-style-type: none"> a. The people are the source of the government's authority. b. All citizens have the right and responsibility to vote and influence the decisions of the government. c. The government is run directly by the people or through elected representatives. d. The powers of government are limited by law. d. Basic rights of individuals are guaranteed by the Constitution. 			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Government
Benchmark: B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.
Grade Level Organizer: Rules and Laws

<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Explain the significance of the Declaration of Independence and the U.S. Constitution.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Citizenship Rights and Responsibilities Benchmark: A. Explain how citizens take part in civic life in order to promote the common good. Grade Level Organizer: Participation			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Explain how an individual acquires U.S. citizenship: <ul style="list-style-type: none"> a. Birth; b. Naturalization. 			

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Social Studies – Grade 5

Adams County/Ohio Valley
 Course of Study

Content Standard: Citizenship Rights and Responsibilities Benchmark: B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government. Grade Level Organizer: Rights and Responsibilities			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Explain the obligations of upholding the U.S. Constitution including: <ul style="list-style-type: none"> a. Obeying laws; b. Paying taxes; c. Serving on juries; c. Registering for selective service. 			

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<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Explain the significance of the rights that are protected by the First Amendment including: a. Freedom of religion; b. Freedom of speech; c. Freedom of the press; d. Right of petition and assembly.			

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Social Studies – Grade 5

Adams County/Ohio Valley
 Course of Study

Content Standard: Social Studies Skills and Methods Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the source. Grade Level Organizer: Obtaining Information			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Obtain information from a variety of print and electronic sources and analyze its reliability including: a. Accuracy of facts; b. Credentials of the source.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Social Studies Skills and Methods			
Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the source.			
Grade Level Organizer: Obtaining Information			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Locate information in a variety of sources using key words, related articles and cross-references.			

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Adams County/Ohio Valley
Course of Study

Content Standard: Social Studies Skills and Methods			
Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the source.			
Grade Level Organizer: Obtaining Information			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Differentiate between primary and secondary sources.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Social Studies Skills and Methods			
Benchmark: B. Use a variety of sources to organize information and draw inferences.			
Grade Level Organizer: Thinking and Organizing			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Read information critically in order to identify: a. The author; b. The author's perspective; c. The purpose.			

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Grade Level Organizer: Thinking and Organizing			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Compare points of agreement and disagreement among sources.			

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Adams County/Ohio Valley
Course of Study

Content Standard: Social Studies Skills and Methods			
Benchmark: B. Use a variety of sources to organize information and draw inferences.			
Grade Level Organizer: Thinking and Organizing			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Draw inferences from relevant information.			

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Adams County/Ohio Valley
Course of Study

Content Standard: Social Studies Skills and Methods			
Benchmark: B. Use a variety of sources to organize information and draw inferences.			
Grade Level Organizer: Thinking and Organizing			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Organize key ideas by taking notes that paraphrase or summarize.			

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Social Studies – Grade 5

Adams County/Ohio Valley
Course of Study

Content Standard: Social Studies Skills and Methods			
Benchmark: C. Communicate social studies information using graphs or tables.			
Grade Level Organizer: Communicating Information			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Communicate research findings using line graphs and tables.			

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Social Studies – Grade 5

Adams County/Ohio Valley
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Content Standard: Social Studies Skills and Methods Benchmark: D. Use problem-solving skills to make decisions individually and in groups. Grade Level Organizer: Problem Solving			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Use a problem-solving/decision-making process which includes: <ul style="list-style-type: none"> a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness; g. Evaluating the effectiveness of the solution. 			

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